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ABSTRACT

An awareness of the environment and its relationship to human health and efficiency are the focal points of this prototype curriculum for grades K-3. Assuming responsibility for creating and maintaining safe and healthy surroundings is urged. Specific curriculum content studies: (1) environmental factors (existing environment and effects, control, respect, appreciation, and pollution of the environment), (2) responsibility for a healthy environment in the school, home, and community, and (3) health professionals in the community. Appended material includes a chart indicating location of city, county, district, and regional health department offices in New York state and bibliographies of multimedia resources for teachers and students. This publication is one in a series of health curriculum materials devoted to environmental and community health (Strand IV). Four other strands deal with physical and mental health, sociological health problems, and education for survival. The format consists of four columns intended to provide teachers with: (1) a basic content outline, (2) major understandings and fundamental concepts, (3) teaching aids and learning activities, and (4) information about resource materials, sources, and personnel. Because of the comprehensive nature of the total curriculum, teachers are advised to become familiar with all strands presently in print. Related documents in Strand IV are ED 037 738-9, ED 049 477-8, and SE 016 280-6. (BI)

ED 077725

PROTOTYPE
CURRICULUM MATERIALS
FOR THE ELEMENTARY
AND SECONDARY GRADES



HEAL

GRADES K-3

STRAND IV ENVIRONMENTAL AND COMMUNIT
ENVIRONMENTAL AND PUBLIC HEAL

SPECIAL EDITION FOR EVALUATION AND DISCUSSION

THE UNIVERSITY OF THE STATE OF NEW YORK/THE STATE EDUCATION DEPARTMENT
BUREAU OF ELEMENTARY CURRICULUM DEVELOPMENT/ALBANY, NEW YORK 12224/196

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PROTOTYPE
CURRICULUM MATERIALS
FOR THE ELEMENTARY
AND SECONDARY GRADES

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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EDUCATION

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HEALTH

GRADES K-3

PART IV ENVIRONMENTAL AND COMMUNITY HEALTH
ENVIRONMENTAL AND PUBLIC HEALTH

CONDITION FOR EVALUATION AND DISCUSSION

UNIVERSITY OF THE STATE OF NEW YORK/THE STATE EDUCATION DEPARTMENT
OF ELEMENTARY CURRICULUM DEVELOPMENT/ALBANY, NEW YORK 12224/1969

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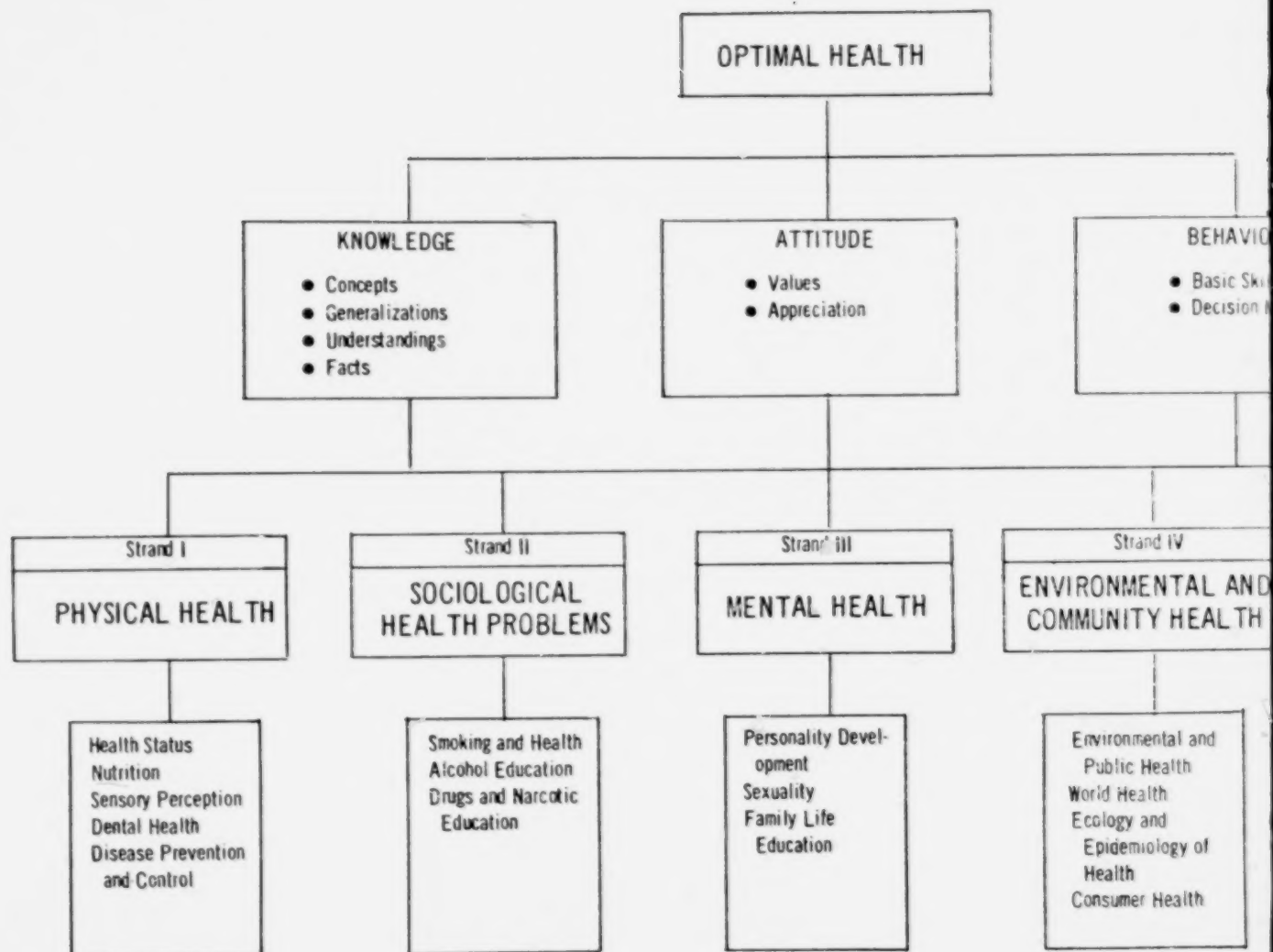
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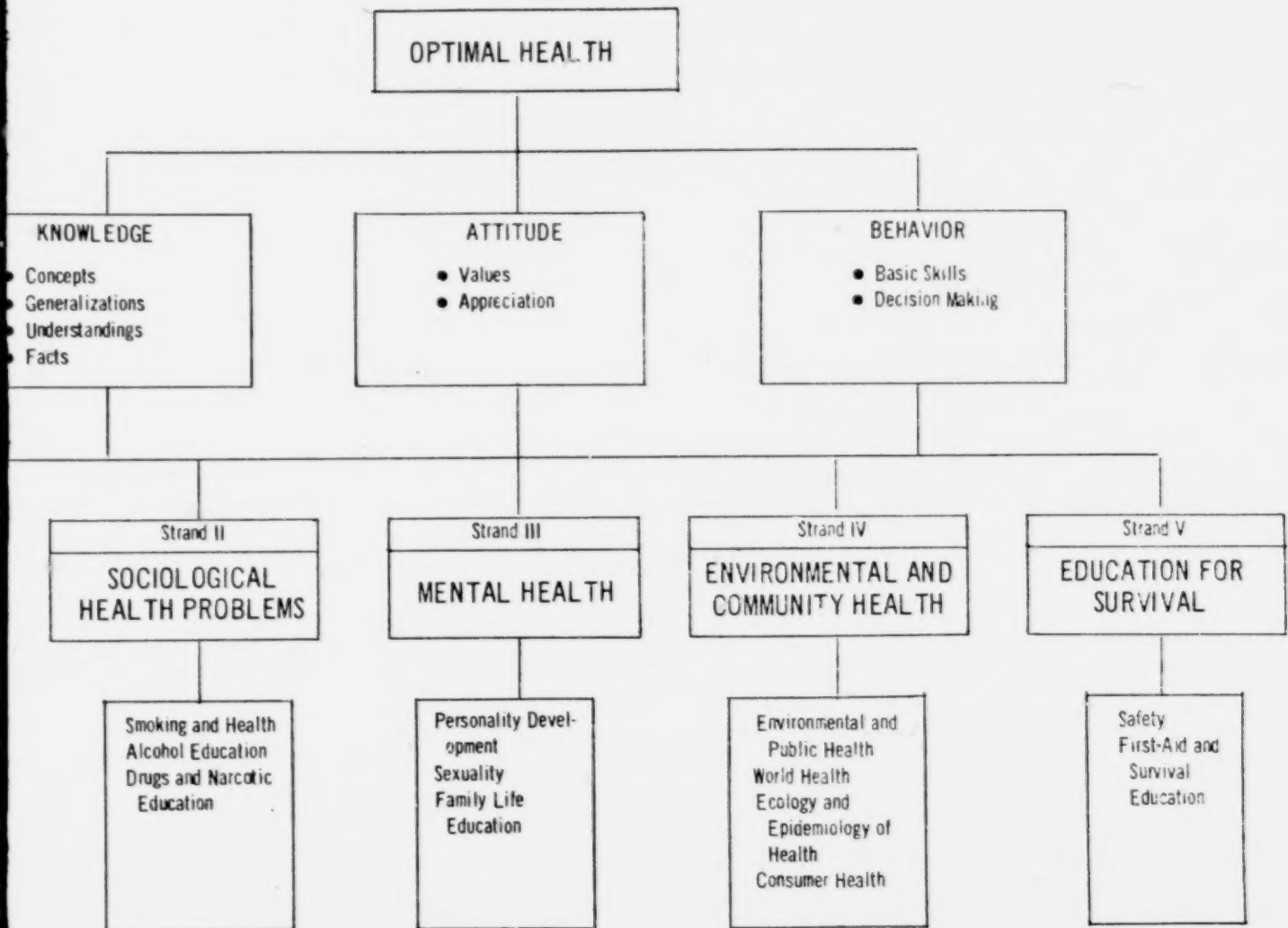
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HEALTH CURRICULUM MATERIALS
Grades K-3

STRAND IV, ENVIRONMENTAL AND COMMUNITY HEALTH
ENVIRONMENTAL AND PUBLIC HEALTH





STRAND IV
ENVIRONMENTAL AND COMMUNITY HEALTH

Environmental and Public Health
Grades K-3

Overview

Basic to an understanding of public and environmental health is an awareness of the environment and its relationship to human health and efficiency.

Primary-grade children, in general, are unfamiliar with many natural environmental conditions that man must, to some extent, control, in order to remain healthy. Similarly, pupils should understand that man has created pollutions and other conditions that threaten health and effective utilization of the environment.

Education can meet an urgent need if it succeeds in creating an awareness of the health and environment relationship, and if it motivates children to assume responsibility for the creation and maintenance of safe and healthy surroundings.

STRAND IV
ENVIRONMENTAL AND COMMUNITY HEALTH

Environmental and Public Health
Grades K-3

Objectives

Pupils in grades K-3 should:

- understand the concept of environment and appreciate what their senses tell them about their environment.
- realize that they must protect themselves from some parts of their environment, in order to stay healthy and safe.
- become increasingly able to work with others in creating and maintaining healthy and safe school, home, and community environments.
- be familiar with members of their school and community who work together to keep them safe and healthy.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMEN FOR
I. Environmental Factors			
A. Definition and perception of existing environ- ment	The environment is made up of all things around us.	Ask children to explore the things around them using all their senses: . sight . sound . touch . smell . taste . balance . etc.	Environme . contours . textures . sounds . balance - sense) . air . water . temperat . tastes . people . animals . objects . fire . vapor . light . darkness . fog . soot . trees . odors . gravity
	Your sense organs alert you to all that is going on about you.	Call on children to de- scribe the environment. List on board or chart all the components that make up an environment. Children can draw pictures of various environments - school, home, community, etc.	See curric from Stran Perception

MAJOR UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES

SUPPLEMENTARY INFORMATION
FOR TEACHERS

The environment is made
up of all things around
us.

Ask children to explore
the things around them
using all their senses:

- . sight
- . sound
- . touch
- . smell
- . taste
- . balance
- . etc.

Environmental elements:

- . contours
- . textures
- . sounds
- . balance (kinesthetic
sense)
- . air
- . water
- . temperature & humidity
- . tastes
- . people
- . animals
- . objects
- . fire
- . vapor
- . light
- . darkness
- . fog
- . soot
- . trees
- . odors
- . gravity

Your sense organs alert
you to all that is going
on about you.

Call on children to de-
scribe the environment.

List on board or chart all
the components that make
up an environment.

Children can draw pictures
of various environments -
school, home, community,
etc.

See curriculum materials
from Strand I - Sensory
Perception, grades K-3.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES
		Have children think of invisible things in our environment - germs. Have the children sit quietly with eyes closed. Let them listen to the sounds all around them and tell what they hear, (e.g., street noises, other children stirring.) Take a walk around the school area. Have children observe and note all the environmental factors (e.g., the smells, the sounds, etc.).
B. Effects of environment	Our lives are affected by various environmental factors.	Ask children to describe how they are affected by: . snow . rain . wind . hard ground - other surfaces . sand . cold weather . hot weather . sun . hills . streams . rivers . noise - from drilling, machines, T.V., etc. . rosebushes

MAJOR UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS

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AND LEARNING ACTIVITIES

SUPPLEMENTARY INFORMATION
FOR TEACHERS

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street noises, other chil-
dren stirring.)

Take a walk around the
school area. Have children
observe and note all the
environmental factors (e.g.,
the smells, the sounds,
etc.).

Our lives are affected by
various environmental
factors.

Ask children to describe
how they are affected by:

- . snow
- . rain
- . wind
- . hard ground - other sur-
faces
- . sand
- . cold weather
- . hot weather
- . sun
- . hills
- . streams
- . rivers
- . noise - from drilling,
machines, T.V., etc.
- . rosebushes

Teacher should accentuate
the use of senses in eval-
uating the effects of en-
vironment.

Touch

- . wet
- . cold
- . hot
- . chilled
- . scraped
- . stuck
- . pricked
- . stung
- . bitten
- . silky
- . soft
- . furry

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MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

SUPPLEMENTARY INFORMATION FOR TEACHERS

- . poison ivy
- . germs
- . others
- . air
- . water

Discuss why it's necessary
to have rules and regula-
tions about:

- . fire drills
- . equipment
- . waiting one's turn
- . keeping room orderly
- . respecting property of
others

Note: Allow children to
add to this list.

- . smooth
- . etc.

Hearing

- . loud noise
- . soft sounds
- . shrill
- . sonic boom
- . trains
- . car noises
- . music
- . birds
- . animals

Vision

- . disorder
- . order
- . dirt
- . cleanliness
- . beauty

Smell

- . odors (pleasant and un-
pleasant)

Taste

- . sweet
- . sour
- . bitter

Have children make up sen-
tences describing the
weather. (e.g., A cold
wind was blowing.)

Stress should be placed on
the pleasant and unpleasant
effects of the existing en-
vironment on the individual.
The teacher should talk
about people adapting to
the existing environment.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
2. Control of environment	There are ways to protect ourselves against the ef- fects of the environment so we can live in safety, comfort, and good health.	Ask a child to explain why he wears a hat, rubbers, mittens, scarf, etc. when it's snowing. Discuss how you protect yourself from getting a severe sunburn. Adapt games of low organi- zation and dances to cor- relate with unit on en- vironmental protection. (E.g. pantomime with children: winter weather - child dressing; summer heat - child warm and perspiring). Have children draw pic- tures of how we protect ourselves from the ef- fects of the environment. Discuss how you can prevent spreading germs to others by: . washing hands . covering coughs and sneezes . keeping food clean and covered . not eating food from others' mouths, etc. Keep a weather chart for	Protection and control of environment: . clothing . housing . adequate nutrition, rest, exercise - resist dis- eases . immunization against diseases . air conditioning . heating . ventilation . lighting, etc.

REFERENCE

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SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

SUPPLEMENTARY INFORMATION FOR TEACHERS

a weekly period. Note the changes in the weather.

Have each child construct his own paper thermometer. Explain what kinds of weather sends the liquid in the thermometer up or down.

Refer to *The Instructor*, Jan. 1963 for a poem called "The Thermometer."

Make mobiles for classroom display by having children draw or cut, from magazines, pictures pertaining to any of the following areas: clothing, housing, adequate nutrition.

D. Respect and appreciation of environment

The environment may be a source of pleasure as well as a source of discomfort.

Each person has a responsibility to protect and safeguard the environment.

Discuss why we should not destroy natural vegetation; why we do not trample flowers or cut down trees.

Use Smokey the Bear to discuss forest preservation.

Have children draw pictures of their pets or the

The teacher should stress how the interruption of natural sequences will eliminate the enjoyment or use of the final product.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
		pets they would like to have. Discuss care of the pet. Have class participate in the making of a terrarium or an aquarium.	
E. Changing the environment	It is necessary to change some things in our environment in order to remain healthy.	Tell children why and how the water they drink must be changed before it gets to their homes. Ask children if they know how farmers change the soil before planting crops. What do bulldozers do? Engineers? Discuss reasons for: . clearing pebbles and rocks off playground . dusting classroom, etc.	Ways of changing environment: . engineering . planning . bulldozing . changing land masses . draining ponds . detouring rivers . burning off fog . purifying air . treating sewage . wildlife sanctuaries . planting trees . purifying water
F. Control of pollution of the environment	Man pollutes his environment in many ways.	Ask children to identify public refuse containers (show picture). Ask where they have seen similar containers. Discuss their function and how used. Discuss litter and the sanitation problems in and around school, lunchroom, recreational areas, boating areas, highways, parks, playgrounds, etc.	Stress how many people are now concerned about the pollution of the environment. Children also have a responsibility in this area.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENT FOR
II. Responsibility for Healthy Environment in School, Home, and Community		Make up a list of personal rules regarding disposal of refuse. Tell children some of the local pollution problems - water, air, noise. Ask children how they can help to keep the environment safe and healthy. . litter . order in classroom; replacing toys, etc. . using water fountains . hanging unworn clothes Make up riddles about assisting the . crossing guard . policeman . fireman . doctor . dentist . parents . teachers . pupil hall patrol	Children's taining he vironment . wash han - to bath . come to . use and - and mate - nated an . do not - conditio - water, I - running . remain h - when sid . cover no - coughing . assist t - fyng th . care in . do not e - substanc . keep roo
A. Working together	Children and adults must work together to maintain a healthy environment.		
B. School	Students, teachers, custodians, school nurse, and various other people help keep the school a safe and healthy place.	Discuss what: . the school nurse-teacher does . the teacher does when she is in class before the students arrive . each pupil can do to	People at to healthy . gardener . sanitati . custodia . custodia

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

Children and adults must work together to maintain a healthy environment.

Students, teachers, custodians, school nurse, and various other people help keep the school a safe and healthy place.

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

Make up a list of personal rules regarding disposal of refuse.

Tell children some of the local pollution problems - water, air, noise.

Ask children how they can help to keep the environment safe and healthy.

- . litter
- . order in classroom; replacing toys, etc.
- . using water fountains
- . hanging unworn clothes

Make up riddles about assisting the

- . crossing guard
- . policeman
- . fireman
- . doctor
- . dentist
- . parents
- . teachers
- . pupil hall patrol

Discuss what:

- . the school nurse-teacher does
- . the teacher does when she is in class before the students arrive
- . each pupil can do to

SUPPLEMENTARY INFORMATION FOR TEACHERS

Children's means of maintaining healthy school environment:

- . wash hands after going to bathroom.
- . come to school clean.
- . use and return equipment and materials to designated areas.
- . do not create hazardous conditions e.g., spilling water, leaving chairs out, running.
- . remain home from school when sick.
- . cover nose and mouth when coughing or sneezing.
- . assist teacher in beautifying the classroom.
- . care in handling food
- . do not eat or put unknown substances in the mouth.
- . keep room and ground clean

People at school contribute to healthy environment.

- . gardener
- . sanitation men
- . custodians
- . custodial engineers

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
		keep the school safe and healthy . the custodian does . the gardener does Ask boys and girls what they think could happen if the waste paper basket were not emptied or floor not swept, tables not dusted, windows not cleaned? Pantomime the various jobs that people in school have that are necessary to keep the school healthy. List all the ways in which a classroom can be compared with a home or a community. On a rotation basis have each child responsible for a specific aspect of environmental health throughout the year - dusting, windows, lights, chairs and furniture, refuse collecting, temperature, ventilation, etc.	. nurse . teachers . monitors . principal . guards at exits and crosswalks . cafeteria workers . bus drivers . children Teachers' responsibility for providing healthy environment . physical . social - emotional . mental
C. Home	At home, all family members must do their share in keeping the home a safe	Ask children what they do at home to keep their home a safe and healthy	Keeping home a safe and healthy place to live.

REFERENCE

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

and healthy place to live.

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

place to live.

Discuss what parents do:

- . safety precautions
- . emergency situations
- . keeping house orderly
- . maintenance, etc.

Help pupils make up a list of the things they do to keep their homes a safe and healthy place to live.

- . carry out garbage
- . put things away
- . assist parents with housework
- . keep room orderly
- . learn to live with others

Plan a bulletin board display. Have the children draw pictures which illustrate the above list.

Have each child draw a picture of one thing he does at home to keep it a safe and healthy place.

Make a "Responsibility Book" in which children show how they are helpful to other family members.

SUPPLEMENTARY INFORMATION FOR TEACHERS

- . safe water supply
- . disposal of waste
- . garbage storage
- . orderly placement of equipment
- . house cleaning
- . laundering
- . dishwashing

REFERENCE

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

SUPPLEMENTARY INFORMATION FOR TEACHERS

Refer to Strand III, Mental
Health K-3.

D. Community

Many people contribute to
making our community a
safe and healthy place to
live and work.

Ask children if they know
any one in their community
who helps make the com-
munity a safe and healthy
place.

Read stories to the class
which illustrate the
duties and helpfulness of
the policemen and the
firemen.

Have the children make il-
lustrated booklets showing
the responsible things one
does to help make his com-
munity a safe, healthful,
and pleasant place to live.

Make a mural showing the
workers who provide ser-
vices for the community.

Ask the children to imagine
what life would be like if
a service of the community
(e.g., police and fire
protection, water, elec-
tricity, etc.) were ter-
minated for a week.

Put incomplete words on
the board that refer to

People in community that
help make the community
safe and healthy.

- . firemen
- . policemen
- . sanitation men
- . electrical company men
- . gas company men
- . state troopers
- . engineers
- . doctors
- . dentists
- . nurses
- . telephone men
- . civil defense men
- . grocers
- . bakers
- . butchers
- . health officers
- . children
- . parents
- . others

See Appendix A for addi-
tional resources.

REFERENCE

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

SUPPLEMENTARY INFORMATION FOR TEACHERS

people who make a community safe and healthy.
Have the children fill in the blanks.

d _ ct _ r n _ rs _

f _ rm _ r n _ l _ c _ m _ n

Ask the children to name some helpers who make it possible for them to have the bread they eat; the milk they drink.

Ask the children to name some workers who help to keep us warm.

Discuss what the fireman does.

Demonstrate or ask pupils to demonstrate how you can call the fire department and report a fire (from home, school, any location in the community).

Have pupils practice calling the fire department and reporting calls.

Role play actual situation.

Do same with police department.

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SUPPLEMENTARY INFORMATION
FOR TEACHERS

Visit firehouse.

Visit police department.

Invite policeman or fire-
man to class.

Encourage children to make
up riddles, rhymes.

Who am I?

The policeman my friend...

Fireman, fireman...

Who are they?

The people who help you
get food you eat every day?

The workers who help you
do the safe things at a
crossing?

The men who help keep you
safe when you are in cars?

Field trips:

- . library
- . nearby park
- . recreational area
- . health center

See Appendix A for field
trip to local health
department.

The teacher should help
students identify various
community agencies on a
community map:

- . sanitation department

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENT FO
		. police department or precinct . fire department . water department, etc.	
III. Health Professionals in the Community		Refer to Strand I Health Status K-3.	
A. Physicians and nurses	The physicians in our community help to keep us healthy. It is important to visit the doctor to prevent illness and for treatment when we are ill. The doctor sometimes has an assistant; she is called a nurse.	Ask children to tell about experiences with the doctor and dentist. Class members can imagine how the patient feels and what might make a patient feel that way. (Teacher can learn a great deal about the children - what makes them like or dislike the doctor or dentist.) Who is he? He gives you a check up. He is friendly and nice. If you get sick he can help you get well. You should see him to prevent illness. He may give you "shots" to help keep you well. Who is he? Can you guess?	Teacher children visiting dentist prevent nations ment of If poss physi should discuss health tions w See Str Grades

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

SUPPLEMENTARY INFORMATION FOR TEACHERS

- . police department or precinct
- . fire department
- . water department, etc.

Refer to Strand I Health Status K-3.

The physicians in our community help to keep us healthy.

It is important to visit the doctor to prevent illness and for treatment when we are ill.

The doctor sometimes has an assistant; she is called a nurse.

Ask children to tell about experiences with the doctor and dentist. Class members can imagine how the patient feels and what might make a patient feel that way.

(Teacher can learn a great deal about the children - what makes them like or dislike the doctor or dentist.)

Who is he?
He gives you a check up.
He is friendly and nice.
If you get sick he can help you get well.
You should see him to prevent illness.
He may give you "shots" to help keep you well.
Who is he? Can you guess?

Teacher should explain to children the importance of visiting the doctor and dentist periodically for preventive health examinations as well as for treatment of specific ailments.

If possible, the school physician and local dentist should visit the school and discuss the importance of health and dental examinations with children.

See Strand I - Health Status Grades K-3.

* REFERENCE

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SUPPLEMENTARY INFORMATION
FOR TEACHERS

B. Dentist and
dental hygienist

The dentists in our community help to keep our teeth and gums healthy.

It is important to visit the dentist to treat and to prevent tooth decay.

The dentist sometimes has an assistant. She is called a dental hygienist.

C. School nurse-
teacher

The school nurse-teacher helps to keep us healthy while in school.

It is important to always report an injury at school to the teacher or the nurse.

Have children pretend they are calling a doctor in case of an accident.

Who is he?
You sit in his big chair.
He looks into your mouth.
He checks your teeth.
Cleans the teeth.
He may take pictures of your teeth.
He may fix some teeth.
He tells you how to keep your teeth clean and healthy.
Who is he?

Sometimes someone helps him.
Who is she?

Assist the children in making up riddles.

Who is she?
She is a helper you know about.
She may work in a hospital, doctor's office, or clinic.
She may come to school to help boys and girls.
You may see her when she calls on sick people.
Her title starts with N.
Who is she?

REFERENCE

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FOR TEACHERS

Ask school nurse-teacher to demonstrate how she screens for vision and hearing defects.

The nurse and teacher can take height and weight measurements of each child.

The school nurse can make informal visits to each class during grades K-3 so children and nurse can become acquainted.

Discuss various children's experiences with the school nurse. Have some children act out something a school nurse does to help children.

Ask children to explain what happens if the school nurse thinks a child may need glasses.

LOCATION OF HEALTH DEPARTMENTS IN NEW YORK STATE

If you have questions or problems regarding pollution, your contact is the field office listed below.

PLACE OF RESIDENCE BY COUNTY	HEALTH DEPARTMENT		DISTRICT OFFICE
	CITY HEALTH DEPARTMENT Contact: Commissioner or Sanitary Engineer (Total of six in the State)	COUNTY HEALTH DEPARTMENT Contact: Commissioner or Director of Environmental Health (Total of 29 in the State)	Contact: Health Office Sanitary Engineer (District offices provide service to counties with health department)
ALBANY		South Ferry & Green Sts., Albany, N. Y. 12201 A.C. 518 436-8481	
ALLEGANY			Federation Bldg., 42 Bro Hornell, N. Y. 14843 A.C. 607 324-5120
BROOME		68 Water St., Binghamton, N. Y. 13901 A.C. 607 772-2489	
CATTARAUGUS		302 Laurens St., Olean, N. Y. 14760 A.C. 716 FR2-3181	
CAYUGA		160 Genesee St., New County Office Bldg., Auburn, N. Y. 13021 A.C. 315 253-1301	
CHAUTAUQUA		County Court House Annex, Mayville, N. Y. 14757 A.C. 716 753-2145	

APPENDIX A

LOCATION OF HEALTH DEPARTMENTS IN NEW YORK STATE

For problems regarding pollution, your contact is the field office listed in columns to the right

HEALTH	DEPARTMENT	JURISDICTION	
RTMENT Commissioner Engineer in the	COUNTY HEALTH DEPARTMENT Contact: Commissioner or Director of Ervironmental Health (Total of 29 in the State)	DISTRICT OFFICE Contact: Health Officer or Sanitary Engineer (District offices provide service to counties without a health department)	**REGIONAL OFFICE Contact: Regional Health Director or Director of Public Health Engineering
	South Ferry & Green Sts., Albany, N. Y. 12201 A.C. 518 436-8481 68 Water St., Binghamton, N. Y. 13901 A.C. 607 772-2489 302 Laurens St., Olean, N. Y. 14760 A.C. 716 FR2-3181 160 Genesee St., New County Office Bldg., Auburn, N. Y. 13021 A.C. 315 253-1301 County Court House Annex, Mayville, N. Y. 14757 A.C. 716 753-2145	Federation Bldg., 42 Broadway, Hornell, N. Y. 14843 A.C. 607 324-5120	Albany Rochester Syracuse Buffalo Syracuse Buffalo

PLACE OF RESIDENCE BY COUNTY	HEALTH DEPARTMENT		
	CITY HEALTH DEPARTMENT Contact: Commissioner or Sanitary Engineer	COUNTY HEALTH DEPARTMENT Contact: Commissioner or Director of Environmental Health	DISTRICT OFFICE Contact: Health Officer or Sanitary Engineer
CHEMUNG		311 Baldwin St., P.O. Box 726, Elmira, N. Y. 14901 A.C. 607 RE3-4625	
CHENANGO			1512 Genesee St., Utica, N. 13502 A.C. 315 732-5137
CLINTON		P.O. Box 846, Plattsburgh, N. Y. 12901 A.C. 518 563-1500	
COLUMBIA		363 Allen St., Hudson, N. Y. 12534 A.C. 518 TA8-3358	
CORTLAND		City Hall, 25 Court St., Cortland, N. Y. 13045 A.C. 607 SK6-9931	
DELAWARE			250 Main St., Oneonta, N. Y. 13820 A.C. 607 GE2-3911
DUTCHESS	City of Beacon is served by the White Plains Regional Office	County Office Bldg., 22 Market St., Poughkeepsie, N. Y. 12601 A.C. 914 485-9800	
ERIE		601 City Hall, Buffalo, N. Y. 14202 A.C. 716 TL6-2800	

HEALTH	DEPARTMENT	JURISDICTION
er er	COUNTY HEALTH DEPARTMENT Contact: Commissioner or Director of Environmental Health	DISTRICT OFFICE Contact: Health Officer or Sanitary Engineer **REGIONAL OFFICE Contact: Regional Health Director or Director of Public Health Engineering
	311 Baldwin St., P.O. Box 726, Elmira, N. Y. 14901 A.C. 607 RE3-4625 P.O. Box 846, Plattsburgh, N. Y. 12901 A.C. 518 563-1500 363 Allen St., Hudson, N. Y. 12534 A.C. 518 TA8-3358 City Hall, 25 Court St., Cortland, N. Y. 13045 A.C. 607 SK6-5931 County Office Bldg., 22 Market St., Poughkeepsie, N. Y. 12601 A.C. 914 485-9800 601 City Hall, Buffalo, N. Y. 14202 A.C. 716 TL6-2800	Rochester 1512 Genesee St., Utica, N. Y. 13502 A.C. 315 732-5137 Syracuse Albany Albany Syracuse Albany White Plains Buffalo

PLACE OF RESIDENCE BY COUNTY	HEALTH DEPARTMENT		
	CITY HEALTH DEPARTMENT Contact: Commissioner or Sanitary Engineer	COUNTY HEALTH DEPARTMENT Contact: Commissioner or Director of Environmental Health	DISTRICT OFFICE Contact: Health Office Sanitary Engineer
ESSEX			P. O. Box 389, Saranac N. Y. 12983 A.C. 518 891-1800
FRANKLIN			(Same as above)
FULTON			19 North William St., J town, N. Y. 12095 A.C. 518 566-3189
GENESEE		3837 West Main Rd., Batavia, N. Y. A.C. 716 546-4700	
GREENE			250 Main St., Oneonta, N 13820 A.C. 607 GE2-391
HAMILTON			P. O. Box 389, Saranac N. Y. 12983 A.C. 518
HERKIMER			1512 Genesee St., Utica 13502 A.C. 315 732-513
JEFFERSON			Suite E., Cook Engineeri 491 Eastern Blvd., Water N. Y. 13061 A.C. 315 S

HEALTH	DEPARTMENT	JURISDICTION
COUNTY HEALTH DEPARTMENT Commissioner Contact: Commissioner or Director of Environmental Health	DISTRICT OFFICE Contact: Health Officer or Sanitary Engineer	**REGIONAL OFFICE Contact: Regional Health Director or Director of Public Health Engineering
	P. O. Box 389, Saranac Lake, N. Y. 12983 A.C. 518 891-1800 (Same as above) 19 North William St., Johns- town, N. Y. 12095 A.C. 518 566-3189 3837 West Main Rd., Batavia, N. Y. A.C. 716 546-4700 250 Main St., Oneonta, N. Y. 13820 A.C. 607 GE2-3911 P. O. Box 389, Saranac Lake, N. Y. 12983 A.C. 518 891-1800 1512 Genesee St., Utica, N. Y. 13502 A.C. 315 732-5137 Suite E., Cook Engineering Bldg 491 Eastern Blvd., Watertown, N. Y. 13061 A.C. 315 SU2-3090	Albany Albany Albany Buffalo Albany Albany Syracuse Syracuse

PLACE OF RESIDENCE BY COUNTY	HEALTH DEPARTMENT		
	CITY HEALTH DEPARTMENT Contact: Commissioner or Sanitary Engineer	COUNTY HEALTH DEPARTMENT Contact: Commissioner or Director of Environmental Health	DISTRICT OFFICE Contact: Health Officer Sanitary Engineer
LEWIS			Suite E., Cook Engineering 491 Eastern Blvd., Water N. Y. 13061 A.C. 315 S
LIVINGSTON		c/o Livingston County P.H.N. Service, Livingston County Infirmary, Geneseo, N. Y. 14454 A.C. 716 243-1370	
MADISON			1512 Genesee St., Utica, 13502 A.C. 315 732-5137
MONROE		Health and Social Services Bldg., 11 Westfall Rd., Rochester, N. Y. 14602 A.C. 716 442-4000	
MONTGOMERY			19 North William St., Jo town, N. Y. 12095 A.C. 518 566-3189
NASSAU		240 Old Country Rd., Mineola, N.Y. 11501 A.C. 516 PI2-3000	
NEW YORK	125 Worth St., New York N. Y. 10013 A.C. 212 566-2121		

HEALTH	DEPARTMENT	JURISDICTION
COUNTY HEALTH DEPARTMENT Commissioner Sanitary Engineer	DISTRICT OFFICE Contact: Health Officer or Sanitary Engineer	**REGIONAL OFFICE Contact: Regional Health Director or Director of Public Health Engineering
	Suite E., Cook Engineering Bldg. 491 Eastern Blvd., Watertown, N. Y. 13061 A.C. 315 SU2-3090 c/o Livingston County P.H.N. Service, Livingston County Infirmary, Geneseo, N. Y. 14454 A.C. 716 243-1370 Health and Social Services Bldg., 11 Westfall Rd., Rochester, N. Y. 14602 A.C. 716 442-4000 240 Old Country Rd., Mineola, N.Y. 11501 A.C. 516 PI2-3000	Syracuse Rochester Syracuse Rochester Albany White Plains New York City

PLACE OF RESIDENCE BY COUNTY	HEALTH DEPARTMENT			JUL
	CITY HEALTH DEPARTMENT Contact: Commissioner or Sanitary Engineer	COUNTY HEALTH DEPARTMENT Contact: Commissioner or Director of Environmental Health	DISTRICT OFFICE Contact: Health Officer or Sanitary Engineer	
NIAGARA		525 Bewley Bldg., Main & Market Sts., Lockport, N. Y. 14094 A.C. 716 HF4-2835		
ONEIDA	Utica City Health Dept. 406 Elizabeth St. Utica, N. Y. 13501 A.C. 315 RE3-7523		1512 Genesee St., Utica, N. Y. 13502 A.C. 315 732-5137 (Excl. of Utica City)	
ONONDAGA		300 South Geddes St., Syracuse, N. Y. 13204 A.C. 315 477-7811		
ONTARIO			81 North St., Geneva, N. Y. 14456 A.C. 315 789-3030	
ORANGE		34 South St., Middletown, N. Y. 10940 A.C. 914 DI2-2511		
ORLEANS		113 North Main St., Albion, N. Y. 14411 A.C. 716 589-5621		
OSWEGO			Suite E., Cook Engineering Bldg., 491 Eastern Blvd., Watertown, N. Y. 13061 A.C. 315 SU2-3090	

HEALTH		DEPARTMENT	JURISDICTION
MENT ssioner gineer	COUNTY HEALTH DEPARTMENT Contact: Commissioner or Director of Environmental Health	DISTRICT OFFICE Contact: Health Officer or Sanitary Engineer	**REGIONAL OFFICE Contact: Regional Health Director or Director of Public Health Engineering
ch Dept. t. 5501 23	525 Bewley Bldg., Main & Market Sts., Lockport, N. Y. 14094 A.C. 716 HF4-2835		Buffalo
		1512 Genesee St., Utica, N. Y. 13502 A.C. 315 732-5137 (Excl. of Utica City)	Syracuse
	300 South Geddes St., Syracuse, N. Y. 13204 A.C. 315 477-7811		Syracuse
		81 North St., Geneva, N. Y. 14456 A.C. 315 789-3030	Rochester
	34 South St., Middletown, N. Y. 10940 A.C. 914 DI2-2511		White Plains
	115 North Main St., Albion, N. Y. 14411 A.C. 716 589-5621		Rochester
		Suite E., Cook Engineering Bldg., 491 Eastern Blvd., Watertown, N. Y. 13061 A.C. 315 SU2-3090	Syracuse

PLACE OF RESIDENCE BY COUNTY	HEALTH DEPARTMENT		
	CITY HEALTH DEPARTMENT Contact: Commissioner or Sanitary Engineer	COUNTY HEALTH DEPARTMENT Contact: Commissioner or Director of Environmental Health	DISTRICT OFFICE Contact: Health Office Sanitary Engineer
OTSEGO			250 Main St., Oneonta, 13820 A.C. 607 GE2-391
PUTNAM		Putnam County Office Bldg. Gleneida Ave., Carmel, N. Y. 10512 A.C. 914 CA5-3614	
RENSSELAER		Health Bldg., 7th & State Sts. Troy, N. Y. A.C. 518 AS2-2300	
ROCKLAND		50 Samsondale Plaza, West Haver- straw, N. Y. 10993 A.C. 914 947-1500	
ST. LAWRENCE			Suite E., Cook Engineer 491 Eastern Blvd., Water N. Y. 13061 A.C. 315 SU2-3090 (Excl. of Massena) Massena only (Massena Su district Office) 10 Water Massena, N. Y. 13662 A.C. 315 R09-2870

CITY DEPARTMENT Commissioner ry Engineer	HEALTH DEPARTMENT	DEPARTMENT	JURISDICTION
	COUNTY HEALTH DEPARTMENT Contact: Commissioner or Director of Environmental Health	DISTRICT OFFICE Contact: Health Officer or Sanitary Engineer	**REGIONAL OFFICE Contact: Regional Health Director or Director of Public Health Engineering
	Putnam County Office Bldg. Gleneida Ave., Carmel, N. Y. 10512 A.C. 914 CA5-3614 Health Bldg., 7th & State Sts. Troy, N. Y. A.C. 518 AS2-2300 50 Samsondale Plaza, West Haver- straw, N. Y. 10993 A.C. 914 947-1500	250 Main St., Oneonta, N. Y. 13820 A.C. 607 GE2-3911 Suite E., Cook Engineering Bldg 491 Eastern Blvd., Watertown, N. Y. 13061 A.C. 315 SU2-3090 (Excl. of Massena) Massena only (Massena Sub- district Office) 10 Water St. Massena, N. Y. 13662 A.C. 315 R09-2870	Albany White Plains Albany White Plains Syracuse Syracuse

PLACE OF RESIDENCE BY COUNTY	HEALTH DEPARTMENT		JUL
	CITY HEALTH DEPARTMENT Contact: Commissioner or Sanitary Engineer	COUNTY HEALTH DEPARTMENT Contact: Commissioner or Director of Environmental Health	DISTRICT OFFICE Contact: Health Officer or Sanitary Engineer
SARATOGA			Quaker Village, Bay & Quaker Rds., Glens Falls, N. Y. 1 A.C. 518 792-0929
SCHENECTADY	Schenectady City Health Dept., City Hall Schenectady, N. Y. 12305 A.C. 518 377- 3381		19 North William St., John stown, N. Y. 12095 A.C. 518 3189 (Excl. of Schenectady City)
SCHOHARIE		Schoharie County Health Dept. Schoharie, N. Y. 12157 A.C. 518 AX5-7265	
SCHUYLER			81 North St., Geneva, N. Y. 14456 A.C. 315 789-3030
SENECA		Taylor-Brown Memorial Hospital Waterloo, N. Y. 13165 A.C. 315-539-9267	
STEUBEN			Federation Bldg., 42 Broad Hornell, N. Y. 14843 A.C. 607 324-5120
SUFFOLK		Suffolk County Center Riverhead, L. I. 11901 A.C. 516 PARK7-4700	

HEALTH		DEPARTMENT	JURISDICTION
MENT sioner gineer	COUNTY HEALTH DEPARTMENT Contact: Commissioner or Director of Environmental Health	DISTRICT OFFICE Contact: Health Officer or Sanitary Engineer	**REGIONAL OFFICE Contact: Regional Health Director or Director of Public Health Engineering
Health 577- 3381		Quaker Village, Bay & Quaker Rds., Glens Falls, N. Y. 12801 A.C. 518 792-0929	Albany
		19 North William St., Johns- town, N. Y. 12095 A.C. 518 566- 3189 (Excl. of Schenectady City)	Albany
	Schoharie County Health Dept. Schoharie, N. Y. 12157 A.C. 518 AX5-7265		Albany
		81 North St., Geneva, N. Y. 14456 A.C. 315 789-3030	Rochester
	Taylor-Brown Memorial Hospital Waterloo, N. Y. 13165 A.C. 315-539-9267		Rochester
		Federation Bldg., 42 Broadway Hornell, N. Y. 14843 A.C. 607 324-5120	Rochester
	Suffolk County Center Riverhead, L. I. 11901 A.C. 516 PARK7-4700		White Plains

PLACE OF RESIDENCE BY COUNTY	HEALTH DEPARTMENT		
	CITY HEALTH DEPARTMENT Contact: Commissioner or Sanitary Engineer	COUNTY HEALTH DEPARTMENT Contact: Commissioner or Director of Environmental Health	DISTRICT OFFICE Contact: Health Office or Sanitary Engineer
SULLIVAN			Monticello Sub-District 6 Prince St., Monticello A.C. 914 794-2045
TIOGA			
TOMPKINS		"H" Building, 1287 Trumansburg Rd. Ithaca, N. Y. 14850 A.C. 607 AR3-7272	
ULSTER		County Office Bldg., 244 Fair St. Kingston, N. Y. 12401 A.C. 914 331-9300	
WARREN			Quaker Village, Bay & C Rds., Glens Falls, N. Y. A.C. 518 792-0929
WASHINGTON			(Same as above)
WAYNE			81 North St., Geneva, N. Y. 14456 A.C. 315 789-303

HEALTH DEPARTMENT JURISDICTION			
CITY DEPARTMENT Commissioner Sanitary Engineer	COUNTY HEALTH DEPARTMENT Contact: Commissioner or Director of Environmental Health	DISTRICT OFFICE Contact: Health Officer or Sanitary Engineer	**REGIONAL OFFICE Contact: Regional Health Director or Director of Public Health Engineering
	"H" Building, 1287 Trumansburg Rd. Ithaca, N. Y. 14850 A.C. 607 AR3-7272 County Office Bldg., 244 Fair St. Kingston, N. Y. 12401 A.C. 914 331-9300	Monticello Sub-District Office 6 Prince St., Monticello, N.Y. A.C. 914 794-2045 Quaker Village, Bay & Quaker Rds., Glens Falls, N. Y. 12801 A.C. 518 792-0929 (Same as above) 81 North St., Geneva, N. Y. 14456 A.C. 315 789-3030	Albany Syracuse Regional Office Syracuse White Plains Albany Albany Rochester

PLACE OF RESIDENCE BY COUNTY	HEALTH DEPARTMENT			JULY
	CITY HEALTH DEPARTMENT Contact: Commissioner or Sanitary Engineer	COUNTY HEALTH DEPARTMENT Contact: Commissioner or Director of Environmental Health	DISTRICT OFFICE Contact: Health Officer or Sanitary Engineer	
WESTCHESTER	Mt. Vernon City City Hall Bldg., Rm. 2 Roosevelt Square, Mt. Vernon, N. Y. 10550 A.C. 914 MO8-2200 New Rochelle City 30 Church St., New Rochelle, N. Y. 10805 A.C. 914 NE2-2315 Yonkers City Health Center Bldg. Nepperhan Ave. Yonkers, N. Y. 10702 A.C. 914 YO3-3980	County Office Bldg. 148 Martine Ave., White Plains N. Y. 10601 A.C. 914 WH9-1300		
WYOMING		Wyoming County Community Hospital, 400 N. Main St. Warsaw, N. Y. 14569 A.C. 716 796-3165		
YATES			81 North St., Geneva, N.Y. 14456 A.C. 315 789-3030	

HEALTH		DEPARTMENT	JURISDICTION
DEPARTMENT Commissioner Engineer	COUNTY HEALTH DEPARTMENT Contact: Commissioner or Director of Environmental Health	DISTRICT OFFICE Contact: Health Officer or Sanitary Engineer	**REGIONAL OFFICE Contact: Regional Health Director or Director of Public Health Engineering
County Office Bldg. Rm. 2 e, Mt. 10550 00 ty New 10805 15 Bldg. 10702 980	County Office Bldg. 148 Martine Ave., White Plains N. Y. 10601 A.C. 914 WH9-1300 Wyoming County Community Hospital, 400 N. Main St. Warsaw, N. Y. 14569 A.C. 716 796-3165	 81 North St., Geneva, N.Y. 14456 A.C. 315 789-3030	White Plains Buffalo Rochester

** Full Names, Addresses and Telephone Numbers of the Regional Offices

NEW YORK CITY OFFICE

270 Madison Avenue, New York, New York 10016
Area Code 212 689-9070

ALBANY REGIONAL OFFICE

Room 412, Taxation and Finance Building No. 9
The State Campus, Albany, New York 12226
Area Code 518 457-5150

BUFFALO REGIONAL OFFICE

584 Delaware Avenue, Buffalo, New York 14202
Area Code 716 842-4336

ROCHESTER REGIONAL OFFICE

1122 Commerce Building, 119 East Main Street
Rochester, New York 14604
Area Code 715 546-6556

SYRACUSE REGIONAL OFFICE

Room 245, State Office Building
333 East Washington Street, Syracuse, New York 13202
Area Code 315 GR4-5951

WHITE PLAINS REGIONAL OFFICE

901 North Broadway, White Plains, New York 10603
Area Code 914 WH9-6314

Pure Waters Program
New York State Health Department
84 Holland Avenue
Albany, New York 12208

April 1, 1969

ENVIRONMENTAL AND PUBLIC HEALTH

Multimedia Resources (K-12)

TEACHER REFERENCES

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have been evaluated
and recommended for
teachers and
requested to create
materials and
comments to the
Development Center

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ENVIRONMENTAL AND PUBLIC HEALTH

Multimedia Resources (K-12)

TEACHER REFERENCES

These supplementary aids have not been evaluated. The list is appended for teacher convenience only and teachers in the field are requested to critically evaluate the materials and to forward their comments to the Curriculum Development Center.

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6th Street N. W., Washington, D. C. 20036. 1964.

munity health. St. Louis. C. V. Mosley Co. 1969.

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, hearing and deafness. New York. Humanities Press, Inc. 1965.

r is everybody's business. Garden City. Doubleday & Co., Inc. 1968.

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resources of a western New York region. Syracuse. Syracuse University Press. 1960.

r- the vital essence. New York. Harper & Row Publishing Co. 1967.

nd its impurities. New York. Rheingold Publishing Co. 1963.

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- d. Curriculum for today's boys and girls. Columbus, Ohio. Charles E. Merrill Books, Inc.
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AUDIOVISUAL AIDS

FILMS

All requests for the following films should be addressed to:

Film Library Supervisor
Office of Public Health Education
New York State Department of Health
84 Holland Avenue
Albany
New York 12208

"Air pollution, everyone's problem." 20 min. Color.
The story of air pollution, its causes and effects.

"Crisis on our rivers." 13 1/2 min. Color.
This up-to-the-minute film deals with a problem common to every state in the Union.
It emphasizes that water pollution is the responsibility of every citizen. Narration
John Daly.

"A decent burial." 12 1/2 min. Color.
This is an entertaining sound-color film explaining the simplicity, effectiveness of
sanitary-landfill method of refuse disposal.

"Every drop a safe one." 10 min.
Illustrates the danger of drinking water from streams exposed to pollution.

"The first mile up." 28 min. This film is a study of the current air pollution problems
in air pollution are discussed.

"Health and the cycle of water." 20 min.
Dramatic interest is supplied in this film by the trials and tribulations of the
small town in the 1890's when stream pollution was more the rule than the exception.

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e 1890's when stream pollution was more the rule than the exception.

"A healthier place to live." 12 min.

Stresses the basic principles of environmental sanitation and taken in a typical do labor camp. A story of actual camp life demonstrating practices families can use to s

"It's your decision - clean water." 14 1/2 min. color.

This animated color motion picture stresses the need for immediate community action supplies of clean water for the future.

"Keep 'em out." 10 min.

Shows how rats spoil food, destroy buildings, spread disease. Demonstrates control trapping, and ratproof construction of buildings.

"Key to progress." 20 min. color.

This film is an excellent presentation of community efforts to obtain a sewage treat

"Municipal sewage treatment processes." 13 min.

An excellent informative film depicting the basic methods of sewage treatment used from polluting streams or becoming a health menace.

"Safe drinking water from small water supplies." 11 min.

The unsafe features of bored, driven, and drilled wells illustrated diagrammatically together with the correct and safe methods of installation and design. Intended primari

"The third pollution." 23 min. color.

This film demonstrates and explains how burning refuse contributes to air pollution refuse contaminates water.

"Water." 14 1/2 min. color.

The general problems related to world wide water needs and availability are presented Nations-sponsored film. It shows the need for cooperation among countries for a common

"The waters around us." 25 min.

A documentary film dealing with the problem of water pollution as it affects the ci

"Wise use of water resources." 13 1/2 min. color.

Live science photography diagrams and animation explain and illustrate concepts rela water; its abundance; its value as a natural resource and its use for consumer supply. method's are emphasized throughout the presentation.

"With each breath." 28 1/2 min. color.

to live." 12 min.
basic principles of environmental sanitation and taken in a typical domestic seasonal farm
tory of actual camp life demonstrating practices families can use to stay healthier.

n - clean water." 14 1/2 min. color.
color motion picture stresses the need for immediate community action to ensure abundant
n water for the future.

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s spoil food, destroy buildings, spread disease. Demonstrates control measures by poison,
proof construction of buildings.

20 min. color.
an excellent presentation of community efforts to obtain a sewage treatment facility.

treatment processes." 13 min.
informative film depicting the basic methods of sewage treatment used to prevent sewage
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atures of bored, driven, and drilled wells illustrated diagrammatically and in pictures to-
correct and safe methods of installation and design. Intended primarily for rural areas.

on." 23 min. color.
onstrates and explains how burning refuse contributes to air pollution, and how dumping
tes water.

in. color.
problems related to world wide water needs and availability are presented in this United
d film. It shows the need for cooperation among countries for a common goal.

us." 25 min.
film dealing with the problem of water pollution as it affects the city of New York.

resources." 13 1/2 min. color.
photography diagrams and animation explain and illustrate concepts relating to properties of
ance; its value as a natural resource and its use for consumer supply. Conservation
asized throughout the presentation.

28 1/2 min. color.

This film narrated by Hume Cronyn, deals with issues involved in the fight for clean air. It dramatizes and documents the story of New York State Air Pollution Control Program, in the context of the problem of air pollution in a national context.

OTHER FILMS

"Air pollution - take a deep breath. 54 min. color. ABC. McGraw-Hill.

"Auto, U. S. A." 25 min. Dynamic Films, Inc., 405 Park Ave., New York, New York.

Shows how the record-breaking increases in motor vehicles and the resultant traffic congestion are threatening the economic and social health of our communities.

"Breathe at your own risk. 58 min. Communicable Disease Center (Audiovisual), Atlanta 22, Georgia.
Shows scenes of air pollution at its worst from Los Angeles to New York.

"Clean waters." 24 min. color. General Electric, 113 South Salina St., Syracuse, New York.
A forceful story of the \$100,000,000 annual loss due to pollution of our water supply.

"Good riddance." 29 min. color. Ohio River Valley Water Sanitation Commission, 414 Walnut St., Cincinnati 2, Ohio.
The dangers of pollution to city water supply systems, recreational areas, to fish and wildlife are dramatically illustrated.

"New air for New York." 13 1/2 min. color. Association Films, Inc., 374 Madison Ave., New York.

"Our poisoned air." 58 min. Communicable Disease Center (Audiovisual), Atlanta 22, Georgia.
Answers: What is air pollution? What does it do to (use and our environment)? What is required to control air pollution? What further action is required?

"The poisoned air." 50 min. color. CBS. Carousel Films, Inc., 1501 Broadway, New York.

"Problem with water is people." 30 min. color. NBS. Syracuse University.

"Radiation in perspective." 43 min. color. U. S. Department of Agriculture, Office of Materials, Washington, D. C.
Beneficial uses of radioactive materials in medicine, research, industry, and other fields are shown in this film and the health hazards of radiation exposure explained.

"Regulation of atomic radiation." 28 min. color. U. S. Atomic Energy Commission, 376 Hudson St., New York.

ated by Hume Cronyn, deals with issues involved in the fight for clean air. While it documents the story of New York State Air Pollution Control Program, it also views the pollution in a national context.

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The film shows the ways in which radiation sources are regulated by standards and related to design, construction and wage. The safe handling and disposal of radioactive

"River watchers." 18 min. color. Ohio River Valley Water Sanitation Commission, 414 Cincinnati 2, Ohio.

The role of those who inspect the Ohio River Basin to prevent and eliminate water pollution in eight neighboring states is shown in this film.

"Sources of air pollution," "Effects of air pollution," "Control of air pollution." Corcoran Center, Atlanta 22, Georgia. Three five-minute, 16 mm. motion pictures produced by the National Air Pollution. color. sound. TV cleared 1962.

As concise introduction to the air pollution problem, each of these films is designed to give the viewer with the relationship between our modern, technological way of life and air pollution.

"The water famine." 54 min. b&w. CBS. Carousel Films, Inc., 1501 Broadway, New York 19.

"Water: friend or enemy." 9 min. color. Walt Disney Productions, Inc. 500 Buena Vista Avenue, Burbank 9, California. Indicates that water can be a friend to man if proper precautions are taken to see that it is used properly.

FILMSTRIPS

"Making water safe to drink." McGraw-Hill Book Company.

"Water safe to drink." Popular Science.

"The water we drink." Young America Films.

ADDITIONAL CURRICULUM MATERIALS

"Air pollution experiments for junior and senior high school science classes." edited by H. C. Wohlers, H. C., Ph.D., Chairman. Education Committee, Mid-Atlantic States Section, Association. 1968.

"Land for learning." Informational material. A Supplementary Educational Center for Environmental Education, Tivoli Lakes Nature Study Sanctuary, Philip Livingston Junior High School, Albany, New York.

the ways in which radiation sources are regulated by standards and licensing procedures, construction and wage. The safe handling and disposal of radioactive wastes are shown.

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" Informational material. A Supplementary Educational Center for Environmental Education.
ore Study Sanctuary, Philip Livingston Junior High School, Albany, New York.

"People and their environment." Teacher's Guide to Conservation Education. Grades 1-12. Publishing Co., 227 Park Ave., New York 10017. Jan., 1969. (A series of guidebooks)

"Well of the world." A one-act play by Joan Vail Thorne. Written and produced for the Department of Health. (Dramatizes the importance of pure water).

SOURCES OF ADDITIONAL MATERIALS AND INFORMATION

Public Health Service Publications - the following publications may be obtained from the Pollution Control Administration, Washington, D. C.:

"Clean water - a chart book of America's water needs, 1900 - 1980."

"Clean water is everyone's business." Pub. No. 11 - 1950.

"Environmental health problems." Report of a Committee to the Surgeon General. Pub. No. 1

"Focus on clean water - an action program for community organizations." Pub. No. 1

"The living waters." Pub. No. 265.

"The living waters." Pub. No. 382 (rev. 1961).

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"Protecting our water resources - The Federal Water Pollution Control Program, 1962

"Source materials on water pollution control." Bib. series No. 22. Pub. No. 243.

"The struggle for clean water - a series for teachers." No. 1 Pub. No. 958 - 1962

"Selected bibliography of publications." (Relating to Undesirable Effects Upon Aquatic Life by Algaecides, Insecticides, Weedicides). Pub. No. 400 - 1958.

"Water pollution in the United States." Pub. No. 64 - 1951.

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"A one-act play by Joan Vail Thorne. Written and produced for the New York State De-
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New York State Department of Health:

Division of Air Resources, 84 Holland Ave., Albany, New York 12208

Division of Pure Waters, 84 Holland Ave., Albany, New York 12208

Division of General Engineering and Radiological Health - This division is divided into five bureaus, each of which is located at 845 Central Ave., Albany, New York 12206.

Bureau of Food and Recreation Sanitation
Bureau of Hospital and Institutional Engineering
Bureau of Radiological Health
Bureau of Solid Wastes, Engineering and Community Environmental Health
Bureau of Rodent, Insect, and Weed Control

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